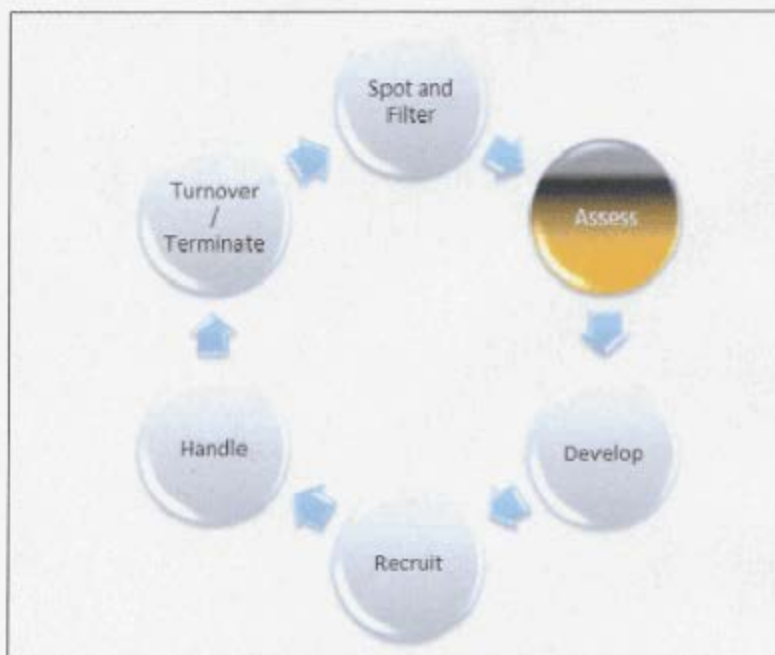




FBI ANCHORAGE

CHS PROGRAM

(U//FOUO) CHS Assessing



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Program Aids

CHS Recruiting
Series

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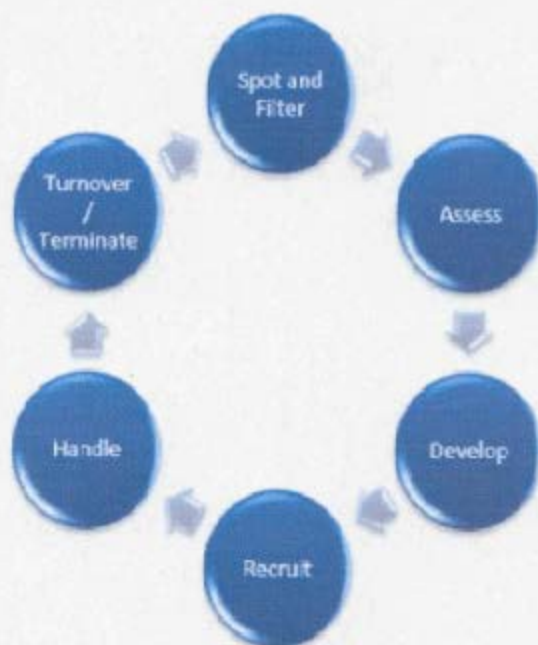
(U) Purpose of This Aid

(U//FOUO) It is a core responsibility of each Special Agent to develop and maintain a HUMINT base from which to collect vital information on FBI investigative and national intelligence priorities, including identifying, assessing the suitability of, validating, and operating Confidential Human Sources. Special Agents of the FBI operate Confidential Human Sources to meet the critical mission of intelligence collection in order to respond to investigative program priorities and to national level and FBI intelligence collection requirements. Additionally, the intelligence collected from these CHSs supports the efforts of partner agencies in law enforcement and intelligence community members in order to support national security and law enforcement objectives.

(U//FOUO) In order to meet these goals, proactive measures must be undertaken to identify individuals with the placement and access to the information needed to advance FBI investigative and intelligence efforts. This aid is purposed toward providing investigative and analytical personnel with a tool to assist in the identification of Confidential Human Sources. The aid focuses primarily on the assessing portion of the CHS recruitment cycle.

(U) The CHS Recruitment Cycle

(S//NF) The recruitment process can be broken down into six events or stages. These comprise what is known as the Recruitment Cycle and they track a recruitment operation from initiation to conclusion. These events can be conducted by a Special Agent. Often, however, recruitment is a "team" operation with several agents, analysts, and officers participating.



(S//NF) Figure 1 - The CHS Recruitment Cycle

(S//NF) CHS Recruitment Cycle – Definitions

Spotting – The pro-active and systematic search for individuals who can collect evidence or have access to information that can fulfill a collection requirement.

Filtering – The active process of reviewing the access, suitability, susceptibility, accessibility, and security issues associated with each potential CHS so that efforts can be focused on the most appropriate individual.

Assessing – The ongoing process of analyzing both “spotted” pCHS and recruited CHSs. The pCHS is assessed to identify a means to induce him/her into becoming a recruited CHS mainly through identifying that person’s motivations and vulnerabilities. Assessment continues throughout the recruitment cycle. Even after a CHS is recruited, he/she will continue to be assessed to determine how he/she is best handled and directed.

Developing – refers to the process that leads to a recruitment of a CHS. To accomplish this, the SA begins establishing and building a bond between the SA and the pCHS. The SA must make contact with the pCHS and purposefully build rapport. The SA must also take non-alerting, natural actions to manipulate and influence the pCHS into a seemingly personal relationship thereby creating a situation which is conducive to a successful recruitment. Successful CHS development begins with the first contact (sometimes called “The Bump”).

Recruitment – Refers to that point in time at which a target acknowledges to the SA, by word or deed, that s/he agrees to provide the SA with information or services for which the target could be criminally, socially or professionally sanctioned. The CHS has more at stake in the clandestine nature to his relationship with the SA than does the SA. Once recruitment takes place, the SA will transform his relationship with the CHS from a personal one to a professional one between the CHS and the SA.

Pitch – is an act whereby an SA focuses on the benefits to the pCHS for accepting a clandestine/confidential relationship, and then articulating those benefits to motivate the pCHS to work for the SA.

Handling –executing of the tradecraft that allows a SA to collect information or services from a CHS without the knowledge of the CHS’s employer, family, organization, agency, etc. As part of source handling, the SA may train the CHS in limited tradecraft techniques without revealing to the CHS tradecraft terminology.

Terminate – Closing a CHS with the intention of not operating that person any longer.

Turnover – Passing the CHS to another Agent or Agency because his/her usefulness for your purposes has run out but the CHS may help others.

(U) Assessing

(S//NF) Assessment is the process of analyzing a "spotted" recruitment target. The FBI analyzes, or "assesses", the target to identify a means to induce him into becoming a recruited CHS. Additionally, the Bureau assesses the target to more fully determine the level of the target's access to desired information or his ability to perform a desired service. Assessment continues throughout the recruitment cycle. Even after a target is recruited, the CHS will continue to be assessed to determine how he is best handled and directed.

(S//NF) During assessment, the agent will collect detailed background information on the target to include the target's family situation, place of work and position, employment and financial history, and former residences. The Bureau will also attempt to psychologically evaluate the target to determine the target's motivations, mental stability and loyalties and will seek information on the target's habits, hobbies, interests, vices, aspirations, emotional ties, and feelings concerning his country, his career and his employer. Importantly, during assessment, the Bureau collects information not only concerning the target himself, but also the target's company, employer and family.

(S//NF) The FBI collects information concerning a target from two general categories of sources. The first, and most important, is information collected through observation and conversation directly from the target himself by the agent. An agent assessing a target can sometimes show his true purpose by appearing to have an inordinate interest in a target's personal life.

(S//NF) A second category of information collected concerning a target is that information collected from all sources other than the target. This second category includes information collected from other individuals who are either CHSs themselves or simply unwitting contacts. Also included in this category is information from public sources, such as government records and commercial or professional directories. Other investigative techniques can also provide valuable information.

(S//NF) When a potential CHS is identified or approaches any USG official and states his/her desire to help the USG, efforts to determine his/her bona fides begin. The three questions regarding bona fides that must be addressed are: (1) Is the CHS who he/she claims to be? (2) Does the CHS have the access he/she claims? (3) Is the CHS free from external control? Initial efforts are sometimes conducted under severe time constraints, and often before the CHS has provided any specific information.

(U) Components of Assessing

(S//NF) The assessment process is the mechanism by which the Special Agent continually evaluates several aspects of the CHS. As covered in the Spotting and Filtering Program Aid ([link here](#)), the aspects of the PCHS or CHS that must be assessed are: access, suitability, susceptibility, accessibility, and security. This is also the proper time to assess the *authenticity* of the pCHS.

AUTHENTICITY - When a potential CHS is identified or approaches any USG official and states his/her desire to help the USG, efforts to determine his/her bona fides begin. The three questions regarding bona fides that must be addressed are: (1) Is the CHS who he/she claims to be? (2) Does

the CHS have the access he/she claims? (3) Is the CHS free from external control? Initial efforts are sometimes conducted under severe time constraints and often before the CHS has provided any specific information.

ACCESS – It is of critical import that you verify the access your CHS has to the information you need, or the items you need access to. This applies equally to PCHSs and existing CHSs. With respect to a PCHS, your spotting and filtering process was based on information not obtained from the individual under consideration. During that process you made a determination that the PCHS now under consideration had access to your information/item of need. Now is the time to confirm that access with the PCHS him/herself.

With respect to an existing CHS, you must continually reassess their access. CHS operations history is rife with examples of CHSs whose access had waned/or been eliminated yet continued to be operated.

SUITABILITY - Broadly speaking, suitability regards the character, intelligence, and competence; of the pCHS; asking "does the individual have the appropriate attributes to perform as a CHS?" It is important to evaluate whether there are vulnerabilities present that might create reliability issues or invite potential hostile exploitation? Such considerations may bleed into the "Security" criterion, below.

SUSCEPTIBILITY - The likelihood that the individual will accept recruitment as a FBI CHS against targeted information. Evaluating susceptibility requires an analysis of possible motivations, biases, life experiences, and other factors relevant to the willingness of the individual to become a CHS.

ACCESSIBILITY - Ability of the FBI to gain access to the individual for the purpose of assessment, and for development to potential recruitment.

SECURITY - Assessment of operational security and counterintelligence risks, in the event that the individual rejects contact with FBI, or proves not susceptible to recruitment. It is important to assess whether the individuals' loyalties are to our adversary. What if the individual becomes aware of FBI interest and objectives, but the individual's loyalties prove to be to our adversary?

(S//NF) Categories of information to assess, as previously mentioned, include Character & Personality, Family, Education, Career, Attitudes, Beliefs, and Aspirations. Below are areas from which to collect information pertaining to each of these categories:

Character and Personality:

Hobbies	Religion
Morals/Values System	Vices
Health/Emotional State	Temperament
Risk Taker	Reliability
Integrity	Discretion

Self Esteem	Communications Style
Demeanor	Physical Appearance
Likeable	Sensitivities
Social Pressure	Food, Smoke, Drink
Passive/Aggressive	Sly/Cunning
Lifestyle	Persons Admired
Cultural Differences	Language
Non-Verbal Communication Cues	

Family:

Marital Status	Family Influence
Fidelity	Family Approval
Extended Family	Relatives
Domestic Issues	Children

Family Obligations:

Education Needs	Elderly Care
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Education:

Level	Specialized Training
Languages	Clubs
Professional Organizations	Trade Schools
Military Service/Training	

Career:

Position	Goals
Career Progression	Travel
Job Satisfaction	Stress
Mentors & Colleagues	Reputation

Attitudes, Beliefs, and Aspirations:

Employment/Authority	Political Views
Religious Views	Bias/Prejudice
Financial Goals	Conformity

(S//NF) Understanding the *Motivations* of your PCHS or CHS is of great import as well. Be it money, greed, patriotism, your understanding of an individual's motivations will provide you with the words or

actions you need to inspire an individual to do something that they may not otherwise do. Motivation is something that must be addressed frequently with your CHS. As put by Zig Ziglar, "PEOPLE OFTEN SAY THAT MOTIVATION DOESN'T LAST. WELL, NEITHER DOES BATHING – THAT'S WHY WE RECOMMEND IT DAILY." Below is a list of some common motivations:

Patriotism/Ideology	Desire To Be Heard
Greed/Envy	Increase Social Status
Adventure/Adrenalin	Opportunity
Education	Family Well Being
Desire To Contribute	Desire For A Change
Something to Prove	Recognition
Needs/Wants	Money
Revenge	

(U//FOUO) Be cognizant of the fact that not all motivations are necessarily noble or good, and that there may be strong cultural influences involved as well.

(S//NF) Understanding your PCHS or CHSs *vulnerabilities* is also of value. Simply put, a vulnerability is a perceived weakness, which is prone to criticism or attack if exposed. Below is a list of common vulnerabilities:

Money Issues	Infidelity
Sub-Par Abilities/Poor Performer	Estrangement
Ostracism	Boredom/Lonely
Depression/Panic	Fear
Social Status/Lack Of	Prejudices
Addictions	Social Deviances
Fear Of Discovery (all of above)	

(S//NF) While some may state that a vulnerability is something that can be exploited to motivate a CHS to cooperate, it is generally much more productive to work from a CHS's motivations. Exploiting a vulnerability may be an easy win for the source handler, but as the CHS is inherently the loser in this equation, it sets the stage for future failures. In this type of relationship, there will be a constant battle for operational control of the CHS. Exploiting a motivation, by contrast, builds a collaborative relationship with your CHS. Operational control, by extension, is rarely an issue.

(U//LES) Operational Behavioral Assessment of CHSs:

(U//LES) Of the thousands of FBI criminal, counterintelligence and counterterrorism CHSs, a large number are being used in cases of significant national importance which entail substantial personal risk. To maximize the success of these CHSs, ensure their safety and minimize the potential for danger or

other complications, it is imperative that we develop a comprehensive understanding of their backgrounds, capabilities and vulnerabilities. We must make certain that the operations in which they are being used are consistent with their abilities, temperament and lifestyle. One of the best ways to begin to understand a CHS is to conduct an operational behavioral assessment.

(U//LES) An operational behavioral assessment is a formal process designed to understand a CHS's core personality. The process involves examining a CHS's integrity, belief system, thought and decision-making processes and level of social/emotional maturity. Particular emphasis is placed on gauging his/her ability to handle stress and adapt to change. Knowledge of these features can greatly assist handling agents in successfully directing and managing their CHSs.

(U//LES) Context is important. A good operational behavioral assessment must take into account the unique relationship between the CHS and the handling agent. Experience has shown that this dynamic is critical to mission success. Often, communication between the two is simply a matter of spending time together and learning to adapt to each other's personality. However, trouble can arise when there is either a clash of personalities or when there is poor communication. In some instances, a CHS may exhibit compelling behavioral problems that require attention and management.

(U//LES) Operational behavioral assessments may be used either in lieu of conducting an operational test or as a means to assist in the development of formal Level 1 operational testing scenarios.

(U) METHODOLOGY:

(U//LES) Presently, CHS operational behavioral assessments are being conducted by experienced Behavioral and Operational Specialists who have an average of 20+ years of practical law enforcement, intelligence and/or behavioral/mental health experience.

(U//LES) The CHS operational behavioral assessment process is labor-intensive and takes approximately five (5) days to complete. After coordination with VOTU, a handling agent will submit an EC request to his/her Squad Supervisor and Program ASAC for approval to initiate the process. Once approved and scheduled by VOTU, the CHS Operational Behavioral Assessment begins with a comprehensive review of relevant background material including the CHS files, and case files by VOTU psychiatrist/psychologists and operational specialist followed by an on-site visit. Substantial time is devoted to debriefing case agents and CHS handlers prior to the CHS interview.

(U//LES) The CHS interview is usually conducted in a location away from the field office. The requesting Field Office is responsible for costs of the CHS meeting room. The environment and setting for this interview is critical and should be coordinated with VOTU Operational Behavioral Assessment staff or PM if there are any questions. Field offices are authorized and encouraged to use CHS funds for this expense. Depending on the individual CHS, a psychological test may be administered. After the interview is completed and the behavioral assessment team has had time to compare their observations and impressions, they will meet with field office personnel and provide a debriefing. This will be followed by a formal, written report.

Elicitation Techniques

(S//NF) As provided earlier, it is important that this information be collected from the CHS or PCHS in as natural a fashion as possible. An agent assessing a target can sometimes show his true purpose by appearing to have an inordinate interest in a target's personal life. Elicitation is the art of using naturally appearing conversation to advance rapport and obtain information that you wish to learn from another. Elicitation is a focused and planned activity. Similar to many martial arts practices, it is used with flexibility and real-time assessment. It allows the practitioner to use or not use whatever is presented by the other individual. It exploits opportunity. At the same time, it is manipulative and proactive. It is not a separate and isolated skill, but is integral to a process that mixes in the right amount of enthusiasm, empathy, friendliness, helpfulness, attentiveness, seriousness, and often humor. It adjusts for cultural and individual biases and considerations and includes verbal and nonverbal communication. Below are several elicitation techniques suitable for use in this process:

Give to Get

You provide some information to someone with the hope that this will encourage them to provide you with similar information about them. For example, you tell someone about foreign travel that you made with the hope that they will tell you about foreign travel they made. Or you talk about your military service to encourage them to reveal whether or not they served in the military.

Me Same - You Same

When you learn about an interest (opinion/situation, etc.) that your target has, you tell them that you share that interest with them. In some cases where you know little about the activity or topic, you at least are interested in learning or trying it. Example: *"I didn't realize that you're a trout fisherman. I love trout fishing."*

Flattery/Praise

You use flattery or praise with the target. A little praise goes a long way. Flattery and praise usually has the effect of making your interlocutor feel good. It can also have the effect of encouraging them to tell you more. Take care not to over use this technique because doing so can make you appear disingenuous and have a negative effect on the elicitation and developmental process. *"I really enjoyed your presentation and was impressed by how you took such a complex issue and made it understandable."*; *"You have such a pleasant voice on the telephone."*

Assumption

You make a comment that contains an assumption and which is designed to evoke a response from the other person that would likely confirm or refute your assumption. *"How does your husband feel about all of the traveling that you do?"* The assumption being that the person is married.

Attribution

You make a statement which you attribute to another source. The benefit is that it gets a topic on the table and provides you a small degree of separation from the statement. *"I read in the newspaper that.... (Fill in the blank)."; "I heard on the radio that...." "Someone from Iran told me that....." "One of my university professors said...." "I heard that the Government of Zimbabwe has become unstable and is on the verge of collapse."*

Deception

You deliberately mislead or misinform the individual in an effort to either advance rapport with them, or obtain information from them. *"I also holidayed in the French Riviera and would like to go back there soon." "I met Donald Trump at a charity dinner and he said some interesting things...."* alternate usage: *"Sorry to disturb you, but I was sitting here awhile ago and believe I may have left my sunglasses behind."*

Provocation

You make a comment or statement that is designed to provoke a spontaneous response or rebuttal from your interlocutor who can not let your comment go unchallenged. Thus they will tell you more... *"I've noticed that most people from your country have difficulty grasping the nuances of American culture."; "I think soccer is a great sport for people who want to play a sport, but don't have much athleticism."*

Disagreement

You disagree with your interlocutor with the goal of causing him/her to further explain their position, or to stimulate further discussion/banter. One must be careful, however, not to annoy the other person. *"You made a good point, but I don't believe that the program will accomplish its objectives."*

Incredulity

You express disbelief with the individual's comments with the goal of encouraging them to tell you more to prove their point. *"Something doesn't quite add up here. I find it hard to believe that the outcome was as you said."*

Fragmentary

You make a fragmentary comment or outlined an information gap with the hope that your interlocutor will complete the thought - fill in the gap. *"Obviously things didn't go according to plan. And the reason for this was clear....."*

Confidence

Telling someone something in confidence encourages them to likewise take you into their confidence. There are varying degrees of confidences. Some are appropriate for someone you don't know well, others are not. They can be humorous or serious.

(During a break at a training course to another attendee): *"The information is worthwhile, but I'm not sure we need to be here for three days."* (To someone you just met at a social setting): *"Just between us, I'm a little uncomfortable. This isn't the sort of event that I usually go to."*

(U) Authorized Purposes

(U//FOUO) As the Assessment process applies to both potential and established CHSs, one of two authorized purposes must exist. With respect to PCHSs, a Type 5 Assessment must be open, for existing CHSs, the assessment process occurs from within that CHSs file.